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# *NEWSLETTER*



November 1990  
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FACULTY & STAFF ASSOCIATION  
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# FSA NEWSLETTER

November 1990

## From the Editor . . .

What has the strike vote taken on November 14 by the TSSU (Teaching Support Staff Union) at SFU have to do with FVC?

In a convoluted way, it shows how our views of teaching are far removed from the views held by research-oriented universities, and such differences must not be forgotten if we ever become UCFV.

Let's get down to the facts. In order to achieve catch-up, the TSSU is asking that TA's be given what the swollen river of inflation has over the past decade eroded from their skimpy pay packets. In terms of their present salaries, and what they calculate they should be receiving if their salaries were to include adjustments to match inflation, TA's need 15.5% each year over the next two years or 12% each year over the next three years. Predictably, the Administration, not digging too deeply into its pockets, finally countered with 4.5%, albeit its operating grant has increased by 14% and it has given catch-up to other bargaining units at SFU.

The rationale the Administration provides to buttress its counter-offer is that SFU's TA's are well paid compared to TA's at other universities, and at a glance it looks much that way. The Administration, however, is telling only half the story. As the TSSU points out, SFU's teaching assistants work more hours than their peers at any other university from Toronto to Victoria (survey by Deans of Graduate Studies at Western Canadian Universities). In fact, TA's at SFU work 240 hours a term (based on the standard 5 base units); that is, 73 hours a term more than the average of 167 hours at the 13 universities cited in the Deans' study. When the hourly rate is calculated, SFU's TA's are two from the bottom instead of being near the top. (York University, the top, pays \$31.00 per hour, for example, whereas SFU pays \$18. Doubtless, it will not surprise you to

know that *all* of BC's universities are at the bottom of the hourly scale.)

Underlying this contractual dispute is an ideology that we must not only be aware of but question. Who does the bulk of the teaching of first- and second-year courses at SFU and at other Canadian universities? That's right: TA's. And that's one of the major criticisms Stuart Smith, Chairman of the Commission of Inquiry on Canadian Universities, has heard in over a hundred presentations before his Inquiry since October 17. These TA's are often overworked, underpaid, and, as teachers, untrained. Indeed, of the \$93 million spent on TA's only \$25,000 was spent on training ("Students Get Short Shrift," *The Vancouver Sun*, Nov 7). Many critics of Canadian universities argue that the teaching of undergraduates loses out when emphasis is placed on research.

Not surprisingly, Bill Saywell, President of SFU, dissents from this view. He believes that "There is no good, mature Canadian university that is not research-oriented. Research and teaching create a synergy" ("Students Get Short Shrift"). Perhaps so in an ideal world, but in the real world of economic constraints (his Administration's response to the teaching assistants' contract demands, to name but one) based on the principle of getting the biggest bang for your buck, Saywell clearly shows where he stands on the issue of the combined operation of teaching and research. The facts belie his slippery words.

At FVC, we offer at the first- and second-year levels better teaching by experienced professionals than does a place like SFU. And we do so because our educational philosophy--our ideology, if you will--differs so radically from that of a research-oriented university. But what might happen to this philosophy if we become a university-college?

Although we are told that UCFV will be a teaching institution without a graduate program, I believe that a few *principia* must be in place if we are to prevent UCFV from losing its emphasis on teaching.

First, all Ph.D.'s hired to teach third- and fourth-year courses will also regularly teach first- and second-year courses. No one will teach only third- and fourth-year courses.

Second, all newly hired Ph.D.'s will accept that teaching comes before research. They are teachers first, researchers second.

Third, all faculty members currently employed at FVC will have the opportunity to upgrade if they desire to teach upper-level courses for which they are presently unqualified. This means that the Administration must get from the Ministry the necessary monies to finance an adequate

*ad hoc* Educational Leave (separate from our present one) that will fund numerous leaves during the transition period.

Fourth, we must be assured that non-Ph.D.'s will *not* become the TA's of UCFV.

I agree with those who argue that it makes more sense for us to become a university-college than to remain what we are and work side by side with a research-oriented university. But in embracing such a change, I think it behooves us to keep in sight what we do best here at FVC, whether we remain a community college or become a university-college.

Oh, if you're wondering, TSSU members voted 84% to take strike action.

Allan McNeill



Artwork by Marcus Braun  
Graphic Design Programme



## Letters To the Editor . . .

### Anyone for School Trustee?

I ran for one of the Matsqui positions on the Abbotsford School Board during the recent municipal elections. Unfortunately, my vote count was not enough to get on the board; I received 7325 votes, 475 short of the next person who did get on the board. Solid block votes again dominated school-board elections.

The campaign was somewhat bizarre, as I was constantly confronted with questions about the board's policy of teaching "creationism" (and would the erstwhile anthropologist support it).

The local newspaper even published a letter attacking my use of a textbook in sociology, a book which contains references to prostitution. So remember, someone out there is reading your texts—even boring sociology texts! They are looking for dirty words. (Rory Wallace says even dirty pictures in his books.)

FVC educators need to take a close look at what's going on in the public-school system, and the ways in which non-educational agendas dominate policies.

Doug Hudson

### Re: Faculty Association formed at North Island

I am pleased to inform you that the organizing activities at North Island College has resulted in the establishment of the North Island College Faculty Association. At the founding meeting held on Sunday, October 14, the organization was constituted and simultaneously applied for membership in C-IEA. C-IEA membership was voted on separately and received approximately 80% of the vote.

NIC FA is the first organization of faculty since the incipient NIC Faculty and Staff Association was eliminated by the administration in 1977. Since 1977, terms and conditions for administrators, staff and faculty have been established by the "fair comparison method." The faculty are locked into this method by legislation until August of next year. Certification and other matters will be strategised for the Spring.

The drive culminates over a year of contact building which resulted in meetings in many locations of the College for the purposes of forming an association and joining C-IEA. This is the first time that C-IEA has been involved in building a faculty association from the ground up. C-IEA was represented at the founding meeting by Kathy Conroy, First Vice-President, and Dave Reynolds, Staff Representative. The new executive officers were all important in the organizing efforts and the "slate" to represent faculty on the statutory fair comparison committee are all organizers of the association. The faculty slate will co-operate with the staff slate which consists of the leadership of the incipient CUPE local.

In solidarity,

Ed Lavalle  
President (C-IEA)

## President's Report . . .

In the last *Newsletter*, Graham Dowden pointed out the discriminative impact university-college status could have on faculty workloads and the prospects of "proscriptions of mere M.A.'s teaching upper level courses." He called for a new workload agreement, if FVC becomes UCFV, that "gives every instructor the chance to do justice to his profession." Trust Graham to put his finger on the major issues university-college status will force upon the FSA. It is certain that universities responsible for granting degrees at university-colleges will insist on changes in faculty workloads as a condition of their affiliation.

### University-Colleges

Events unfolding at existing university-colleges indicate the following: faculty primarily involved in degree-completion programs are expected to be scholars as well as instructors. Contract language or college policy effecting these expectations begins with the notion of "scholarly activities," which produces a new job description. Once this is done, numerous things happen right away: new hiring standards, research and publication responsibilities, suitably altered evaluation criteria, and reduced instructional load. Since publications take time, a lengthy probation period is in order, and new resources, hence alterations on P.D. The range and detail of contractual changes vary at the university-colleges, but patterns resulting from the focus on "scholarly activities" do exist.

### Bifurcation of Faculty

"Scholarly activities" itself must be defined; while Dr. Jones and most everyone else at FVC conceive of this broadly rather than in terms of esoteric research, the two parties (College and FSA) at UCFV would have to define this as well as the contractual changes linked to it, in a manner acceptable to the university to which UCFV is affiliated. In

all, instructional faculty would be separated into two groups commonly referred to as "3 + 4" or "degree completion" faculty and "1 + 2" or "lower division" faculty. The groups aren't necessarily sealed off from each other--there can be movement to and fro--but such is the tendency.

The FSA and faculty members have always been inclined to ever higher standards in hiring, and we have even protested the College's neglect in observing them. And we have long wanted scholarship recognized in our work--remember the instructional workload study of four or five years ago? The scenario described above is, however, an entirely different matter. Universities are insisting on changes in faculty contract provisions that they do not apply to themselves.

Perhaps my recollections of study at four universities do not serve me well, but I don't recall there being "lower-division" faculty and "degree-completion" faculty, much less "scholarly faculty" and "non-scholarly faculty." I don't recall senior faculty with extensive scholarly attainments refusing to frequent the first-year lecture halls. What I do remember are integrated history programs, years 1 through 4, with integrated faculties. True, there are considerable distinctions among university faculty, e.g., sessionals, tenure-track probationaries, assistant professors, associated professors, full professors, adjunct professors, professors emeritas, and incumbents of Chairs (endowed positions). However, what you don't see are the dramatically different positions, e.g., "1 + 2" and "3 + 4" faculty that universities are appearing to produce within university-colleges. A bifurcation of faculty, not only across the board, but *within* each discipline and department at FVC (UCFV) will lead to a host of operational and inter-personal difficulties that, once again, the universities themselves have avoided.

### Additional Oddities

Before concluding with a few suggestions about the collective bargaining we might pursue if a UCFV comes to pass, I must refer to some additional oddities presented by this "3rd party" (university) to which we would be affiliated. The parties to the Collective Agreement are the College and the FSA, not the degree-granting institution on the coast. Will its involvement at UCFV be characterized by respect and stewardship during the transitional period between the creation of UCFV and the time when UCFV grants its own degrees?

There are some contrary and disturbing earmarks of an arrogant and intrusive attitude. Widely reported recently is the case of U.Vic's philosophy department's refusal to accredit Malaspina College's third- and fourth-year courses unless U.Vic representatives do in-class evaluations of Malaspina philosophy faculty. What's going on here? Who is the employer and administrator of record over there anyway? There is also evidence of university-colleges offering moving expenses to new "3 + 4" faculty (but not "1 + 2" faculty) and setting up special piles of cash for their special P.D. activities. You won't need too many more similar examples to conclude, along with the contractually-entrenched special workload and job description, that privilege can become the order of the day. The further down the road the university and college bargainers go in creating a special status for "3 + 4" faculty, the greater the erosion to our integrated or comprehensive operation, which I thought was going to be enhanced by university-college status. I don't want to ring too many alarm bells, but there is evidence for each of the statements above.

### Collective Bargaining

In the event that FVC becomes a university-college affiliated to a university, the FSA would be well within its rights to expect consultation in the formulation of a written understanding of the terms and conditions of

UCFV's affiliation with the university or universities sponsoring the degrees.

Further, I tend to resist this idea of a contractually designated "degree-completion faculty." Why not assign work according to qualifications of a common faculty? If some, old or new, require release time to develop third- and fourth-year courses, provide the release time for the purpose and the period required. Where faculty wish reduced course loads in order to, say, author a text, especially where the research is instructionally oriented, then provide the resources to do so. The general thrust here is to keep disciplines and departments integrated. After all, we have M.A. colleagues who are qualified to offer third- or fourth-year courses, and we have Ph.D. colleagues who really desire to offer "intros" as well as fourth-year specialties. In fact, a number of courses we already offer at first- or second-year levels are at university third-year level. Some faculty, irrespective of the degree status, have been offering college courses for so long that they need to prepare for more specialised courses.

The key in all this is preventing insurmountable obstacles to the movement of labour to the work available. The comprehensive nature of the College means a lot more than a potpourri of programs to which patrons apply. We have a common administrative structure and bargaining group, we share resources, personnel move from one sector to another following fair qualification tests, and we have numerous committees that cut across sectors. Our comprehensive or integrated nature is one of the key strengths and forces for order. Degree-completion programs are integrated programs par excellence. They cannot exist on their own, isolated somewhere in their own niche in the college structure; it would be erroneous to separate them or assign their personnel a fundamentally different contractual status.

There's an important operational consideration here: where the many are left out from the opportunity to participate in the new work, only the few will have a stake in the

success of the degree-completion venture. My own suggestion is to insure by contract language personnel movements through the range of offerings and to set a time limit on all new provisions thrust upon by the university granting the degree, coming into effect when the senior institutional period of stewardship has elapsed.

The FSA executive has not attached a top level priority to these developments, but it is

concerned about them and is monitoring their progress through several C-IEA-sponsored committees, including one newly formed for that specific purpose. In addition, the most experienced association officers—Rob Huxtable of Okanagan or Brenda Matthews of Cariboo—can be invited to chair information sessions at FVC dealing with collective bargaining implications of university-college status.

Bob Smith

## From the First Staff Vice-President . . .

One of the major shortfalls that I have felt for a long time about the staff component of our union is our difficulty in getting current information about other staff unions around the province. Many times we would have a greater advantage—especially in negotiations—if we could have up-to-date contract language from other institutions. Even on-going processes at FVC could benefit from knowing what other colleges are doing in similar situations. There needs to be a forum that will allow the exchange of ideas and information among the various staff unions throughout the province. Currently, we are fairly independent and largely unknown to one another—a situation that definitely does not help our cause.

There is a real need for an association of provincial staff unions in our province. Granted, there are large affiliated unions such as BCGEU and CUPE; however, if these and other staff unions could provide for the possibility of information exchanges once or twice a year, many or all staff unions could benefit. For example, what are other colleges doing about job classifications? How are positions rated and where do they sit on the salary scale? How involved are other staff unions in college governance? Unlike the faculty component of college unions that has a provincial association of faculty unions (i.e., C-IEA), we staff are at present unable to provide the same kind of service.

I have talked to a number of other staff unions about this dilemma and they also have felt that, with an increase in communication among staff, their ability to negotiate would be improved—not only during contract time but also generally throughout the year. As I said earlier, I have been considering this for some time now, wondering just how to deal with this situation.

During our Executive Retreat this past summer, I talked over this need with the current President of C-IEA, Ed Laval, and met with a very favourable response. In fact, Ed has also been pursuing this very same avenue. He agrees with me that this is a very important need of staff unions that can be extremely beneficial. A union's strength is in its ability to be united; therefore, if we can become more united provincially, we can be much stronger individually. I have had a subsequent meeting with Ed since our talk at the retreat, and he has agreed to pursue the matter by contacting the presidents of the various staff unions around the province. I feel that through the established links that C-IEA has produced over the year, plus the availability of their facilities and personnel to do this initial contacting, we can then "pick up the ball" once it has started rolling.

This is a positive step for staff: one that can have very useful and beneficial results. Keep in mind, however, that this is but the



beginning and that, if this is successful, there will be a great deal of work to do, so I will be calling on *you* to help--so be ready! Also, keep in mind that not *all* staff unions may wish to be part of this concept; some may be quite comfortable to remain the way they are. However, I am quite certain that, given this opportunity to exchange ideas, unions will come forward. Realize that the groundwork that C-IEA has taken on is above and beyond

their requirements; staff contribute to the provincial strike fund but contribute nothing to the work necessary for these types of tasks. We cannot, therefore, expect C-IEA to do all the work required; we as staff must also be ready and willing to pitch in and help out. I will keep you posted as events develop.

Richard Heyman

## From the Contract Chair . . .

At present, there is little news to report. Progress continues on the two items left outstanding by our last Collective Agreement, namely, the collegial and in-class observation components of the faculty-evaluation procedure, and negotiation of the salary scale for the newly established academic assistants category, which affects lab assistants and the theatre production assistant.

Many thanks to those faculty who have made the effort to respond to our faculty-evaluation survey. Shortly, we will be having talks with the two Deans, hopefully producing improved language that meets our concerns.

With respect to the salary scale for academic assistants, it was agreed in our negotiations that a salary scale would be established which reflected current (that is, as of the time of our negotiations) comparison for lab assistants with similar duties at other colleges. The negotiation is confined to that. There is

nothing open for review with respect to Science Instructor workload, although I am aware that discussions have taken place between the Academic Dean and the Science Faculty wherein workload modifications have been proposed for both Science Faculty and Lab Assistants.

With respect to the management proposal, it is our view that an agreement is in place with respect to Science Instructor workload. It is not a matter for negotiations by the Contract Chair. Any variance to the current agreement could, however, be entertained by the Agreements Committee.

On the provincial front, all is quiet at present, as faculty at Douglas and Kwantlen gear up for negotiations in the New Year. Both faculty and management will be watching these negotiations closely.

Ian McAskill

## Grievance Report - Faculty . . .

As Bob mentioned in the September *Newsletter*, I spent a good portion of my time dealing with the loss of the ABE Federal contract. Over the past few months, there have been violations of Article 13.2 (a and b). This seems to be a recurring problem

that we must carefully examine when we consider changes to the next Collective Agreement.

In the past few weeks, an incident occurred in a provincial institution that put one of our

faculty members at risk. As a consequence, the need for safety plans has been looked into. Over the next two months, I will be meeting with the faculty and staff who work at the provincial institution to help make them more a part of the College and to help them with the Collective Agreement. Over the next little while, shop steward forms and handouts will be revised, and all the manuals will be brought up-to-date.

Right now, the shop stewards are busy conducting the nominations for standing SAC's. There seems to be some confusion

about how appropriate this is because the members of the standing SAC's may not really represent the area where the job posting occurs. That may be true; however, when we select for a regular SAC, we may not get the representatives from the area posted. The standing SAC will eliminate a tremendous amount of work for the area stewards.

If you have a concern, please feel free to drop me a note or phone me at the Mission Campus.

Perla Werk

**SHOP STEWARDS**  
Oct '90 - Oct '92

- |  |                |
|--|----------------|
| 1. Business Office & Facilities (East) | COLIN BULL     |
| 2. Business Office (West)              | MAUREEN MCNIE  |
| 3. Continuing Education                | SUSAN DAVIS    |
| 4. Learning Resource Centre            | JUDY INOUE     |
| 5. Student Services                    | JULIE WILLIAMS |
| 6. Secretarial                         | PAM MERCER     |
| 7. Vocational                          | VERN WRIGHT    |
| 8. Academic East                       | ROB WOODSIDE   |
| 9. Academic West                       | VAL HUNT       |
| 10. Careers East                       | JANE DEAN      |
| 11. Careers West                       | KIM ISAAC      |
| 12. Developmental Studies (ABE)        | BERTHA SOLVEY  |
| 13. Facilities West                    | KEN HUMBKE     |

Grievance Chair (Faculty)  
Grievance Chair (Staff)

PERLA WERK  
BEV BROWN

## JCAC Report . . .

The following is a summary of activity so far this fiscal year:

<u>Review Completed</u>	<u>Old Pay Group</u>	<u>New Pay Group</u>
Secretary/Admin. Assistant, Vocational	4	4
Accounts Payable Clerk	4	4
Writing Centre Staff	5	6
Lead Hand	3	4
Program Assistant, Fine Arts	3	4
Theatre Production Manager	4	4
Facilities Supervisor	7	8

### Reviewed but not yet signed off

Secretary/Admin. Assistant, Director ABE	4
Vocational Clerk	3

### Still Under Review

ASE Transition Planner	Rating Stage
Marketing Assistant	Rating Stage
CE Assistant Programmers	Interview Stage
Bookstore Clerk	Just Assigned
Sec/Receptionist, Health Sciences	Just Assigned
Program Assistant, Health Sciences	Just Assigned

If anyone has any questions regarding these ratings or any others, please contact me at Local 4238.

There was one unusual review. For the first time in my 4 years on JCAC, management came forward with a request to review and rate a job. They said that, since they had added a substantial number of new duties and responsibilities to the Facilities Supervisor's job, they did not want to wait the usual six months before sending it to the committee. (It is Management's right to ask for a review of a job at any time according to the Procedures of JCAC.)

Please remember that minutes of JCAC meetings are posted on the bulletin board. But, most importantly, remember that if you think your job needs review, you can contact any member of JCAC before you start. We can help you plan your strategy.

The FSA committee members are the following:

Veronica Dykes  
Dorine Garibay (Chair)  
Varlene MacLeod  
Cathy Meer

Dorine Garibay



## OH&S Committee Report . . .

At the time of writing this report, elections for four new representatives on the OH&S Committee are taking place. The FSA and management were able to agree to increase the size of the committee, since the growth of the College necessitated more representation. These new members will have lots of work to occupy them, as the number of tasks that are now the business of this committee seem to be increasing exponentially.

The Committee is working on the following items:

1. Terms of reference: we have just started on this, and expect to be defining our activities to include such tasks as safety training and inspection, disaster planning, education of Committee members, waste disposal policies for the College, WHMIS training, management of a budget, and getting information out to our members.
2. Safety workshops: I recently attended a workshop at UBC on earthquake preparedness, and also got some information on office ergonomics. Workshops put on by UBC and other agencies are being investigated by our committee members.
3. Safety training: besides WHMIS training, which will be ongoing once it is in place, we

are investigating safety training for the lab and facilities areas. The committee members themselves also need to be trained in basic health and safety issues.

4. Policies and Procedures Manual: we are involved in updating this and will have a copy placed in the FSA office when completed. The office now has copies of current relevant legislation for anyone interested.

5. OH&S Report Form: it was suggested that the Committee develop a "complaint form" for people to report their concerns. We will do this and have them available through Fenella in the FSA office.

**Just a reminder:** the new First Aid Attendant in Abbotsford is Colleen Olund, Local 4519. Tom Davis is the back-up, and in Chilliwack the attendant is Diane Kermode. First Aid Attendants are responsible for accident reporting, and *ALL accidents, no matter how minor, should be reported to them.* Even though an injury may not be disabling or need medical aid at the time, a record may be needed in the future. First Aid Attendants can be reached by calling the switchboard operators at either main campuses.

Leslie Wood

## Ergonomics

Ergonomics is defined as the adaptation of workplace design and conditions to the physical and psychological capabilities and limitations of workers. It includes everything from the design of machinery and office furniture to the design of the job itself. When workplaces are ergonomically unsound they give rise to many problems, among which can be absenteeism, low productivity, employee complaints and discomfort, eye-strain, respiratory ailments, and musculo-skeletal injuries. Commonly these injuries

include back disorders and occupational over-use disorders such as tendinitis, synovitis and carpal tunnel syndrome.

A good workplace design includes such factors as proper ventilation, low noise levels, good lighting systems, adjustable chairs with proper back support, work stations where all tasks are within easy reach, and mat supports for the feet in jobs that require a lot of standing. There are also specific standards for VDT stations.

Workers' tasks should not involve extreme ranges of movement, awkward positions, or repetitive actions without adequate rest periods. In addition, workers with good ergonomic work areas must have the proper training to use these improvements effectively.

The Canadian Standards Association (CSA) has recently published new standards for office ergonomics which employers can be expected to follow. The OH&S Committee is obtaining a copy of these.

Leslie Wood

## **Fitness in the Workplace**

It is well known that the average Canadian is not in very good physical condition. Recently, industry and business employers have begun to address this problem by offering fitness programs at the workplace at their own expense. These efforts range from fully structured on-site fitness programs to offers of financial assistance for commercial health club memberships.

The benefits of fitness programs in the workplace to the employer can be substantial in terms of reducing the cost of lost productivity due to lifestyle-related illnesses. In 1977, the estimated cost of lost production due to these illnesses in Canada was \$5 billion; studies

have shown that companies with employee fitness programs have reduced annual health care costs by \$130 per participant. In addition to this, fit employees were absent 22% less than those who were not, and employee turnover was drastically reduced. These overall savings more than cover the cost of fitness programs.

With business and industry showing us the way of enlightened employers, can educational institutions be far behind? Just think, we could be holding those interminable Wednesday meetings on the walking trail, the exercise floor, or the swimming pool!

Leslie Wood

## **Heart Health Program Developed at Red Deer**

A highly successful heart fitness program was developed at the regional health unit in Red Deer, Alberta, called *Take Heart: Worksite Heart Health in Action*. It was designed to be used in the workplace to lower the incidence of heart disease, one of the most serious threats to health among today's workers. The program in Red Deer begins with a comprehensive heart health risk assessment, including checking blood pressure and blood cholesterol, body fat assessment, diet analysis, and fitness testing. This is followed by completion of a lifestyle quiz, and a one-on-one assessment of each person's results with a member of the program staff. This staff member then gives

the employee a personalized action plan focussing on permanent lifeskill development, and includes written support material. The individual interviews are then followed by group workshops on nutrition, exercise, stress management, blood pressure, and the relation of these to heart disease. The program was so successful in Red Deer that it was developed into a package that can be purchased by any interested worksite. If anyone is interested in this program for the College, let one of your OH&S representatives know and we may be able to purchase it.

Leslie Wood

## P.D. Reports . . .

### Report on Conference on Applied Ethics U.B.C., June 7-10, 1990

It was nice to see some stars, to confirm that one's mind has not been lost in the boonies regarding the state of the field, and to find that sometimes even a lowly community-college instructor is a bit more perceptive than some stars.

Once I started writing this report, I couldn't stop myself from taking stock of the conference. The area is important not only for philosophers, as evidenced by the variety of people (both academics and practitioners) attending from forestry, health care, business, etc., by the increasing attention in the media, and by the burgeoning enrolments in applied ethics courses.

#### Taking stock of the field

Michael McDonald, newly appointed to a newly endowed Chair of Applied Ethics in the new Applied Ethics Centre at UBC, gave a boring but not unappreciated account of what is being done and where in Canada.

James Rachels (who wrote a classic--and true!--article against the distinction between passive and active euthanasia, and whose textbook I use) recited boring old news about the relation of theory and practice: that it is neither inductive nor deductive but structured more like a web of belief. He thought this related in some way to regrettable uses of ethicists by news media, but the connection was not clear.

Peter Singer gave anecdotal evidence for the effectiveness of applied ethics, using the example of our improving treatment of animals. (The next day, the *Sun* carried a column from the U.S. on Singer and his landmark *Animal Liberation*, but there was no coverage of the conference or of Singer!)

#### Presentations on specific areas

Ann Davis described three views of the nature of morality: that it is a blueprint for action in an *ideal* world, that to state one's moral views is to act upon them (such as George Bush saying that he is a green president), and that it is a guide for finding saints and heroes. Then she explained how these views reinforce each other to produce moral hypocrisy so that, it is concluded, morality requires only token homage from us less than ideal people in this less than ideal world. (Using her framework, I plan to probe these attitudes amongst my students.)

Annette Baier argued that a good moral theorist should show us her credentials--including biographical details--for being a guide to living well. Baier's reason for seeking these revelations was not always clear: to *justify* the theory, to *explain* (away) the theory by looking at its causal roots, to *understand* the theory by understanding its source? Or does she assume that all morality is so personally and socially grounded that it cannot be objective? Despite the woolliness of its purpose, the practical results were quite good! Each subsequent presenter did give biographical background for his or her arguments, and that did make the arguments more interesting and clear.

Alison Jaggar's paper was a bit obscure for closing the conference, although the thesis that finally emerged was interesting and consistent with the emphasis on practice. She noted that people often give their consent foolishly or ignorantly. For example, some feminists argue that no well-informed, rational woman would consent to working in pornography. But some female porn models do claim to consent to their participation. So we are tempted to adopt the notion of *hypothetical* consent, an old device from



social contract theory: what would a well-informed, rational person consent to? Jagger argued against this move because (echoing some of Baier's arguments) of the dangers in constructing such a decontextualized person. Rather, Jagger argued, finding moral solutions requires real dialogue among real participants in the situation. But since the conditions for such dialogue rarely exist today due to differences in education, power, etc., we need to act politically to produce conditions in which genuine dialogue is possible. Of course, political action assumes some moral solutions that cannot be found until *after* the political action succeeds in producing conditions where there can be genuine dialogue! (Rousseau and Lenin tackle this problem, but it was nice to see this contemporary feminist twist to it.)

Edward Keyserlingk swam against the anti-theoretical, antiuniversalist tide of the conference, arguing that it is at least plausible that most cultures have some principle (even if unarticulated) of respect for personal autonomy. (Shades of Kant, Piaget, and Kohlberg: someday, the rest of the world will join us at the pinnacle of morality with our wonderful liberal principles.) There were some bizarre contortions to account for particular cases, for example, in order to argue that societies practice clitorrectomy out of respect for women's autonomy within the particular context of that society!

I attended two presentations on business ethics. The paper by Kenneth Goodpaster presented problems with corporations conceding equally strong obligations to stakeholders (a term you may have noted in Mike Harcourt's lexicon, e.g., regarding Carmanah) as to stockholders. Not least of the problems is that in the U.S., stockholders can sue a corporation for sacrificing profits to other pursuits. Goodpaster argued that if these obligations become equally strong then, unspeakable horror of horrors, corporations cease to be *private*. He seeks an alternative where there are obligations to stakeholders that are not as strong as those to stockholders.

## Solomon: Highlight of the Conference

The highlight of the conference for me was the presentation by Robert Solomon. He is one of those disgustingly prolific and brilliant people: SDS at U. of Michigan, wrote several books on Nietzsche, Hegel, and continental philosophy that helped return those areas to respectability in Anglo-American philosophy, wrote books on love and other emotions that elevated their philosophical study, wrote several interesting textbooks (from some of which I have borrowed shamelessly), advocated virtue ethics, established a company that does ethical consulting for business.

Solomon discarded his prepared paper to comment on the attitudes expressed towards business in the previous two days of the conference, primarily the false distinctions assumed between profit/non-profit, economic/non-economic, selfish/non-selfish motives in business. He argued that they are a result of the fallacious reasoning of Milton Friedmann and his fellow travellers: since businesses must make a profit, business is only about making profits. Citing his experience, he claimed that workers in business, managers, and even stockholders do not describe the world so simply: good work, good management, a good company are not defined exclusively by profits. Finally, he tied his arguments to his initial topic: an (virtue ethics) analysis of business as a *practice* that hence requires community, trust, justice, integrity, and virtue, contrary to the dominant *images* of business as a game, as warfare, or as life in a jungle.

## Two general observations on the conference

Feminism was apparently taken for granted by the participants. Many of the papers had feminist titles and made feminist arguments, assuming that a feminist perspective produced new, valuable perspectives on philosophical issues. (While the assumed feminism produced envy from a denizen of the Fraser Valley, the often impoverished political context of the American participants did not.)

Most of the presentations emphasized the current favouring of practice over theory, but then were brought up short by the problem of *teaching* ethics to students in the classroom, to practitioners in the field, or to the population at large. Only Solomon saw the problem with any clarity and used virtue ethics as an attempt to confront it, if not yet with great success.

It is an old problem; Socrates in *Protagoras* wonders whether virtue can be taught. It is fairly easy to teach moral theories and their defects in the classroom (or elsewhere, I suspect); and then against that background of

defective theories, one can gesture towards a solution in the direction of educating people to make well-informed, wise judgments. All that seems to me valuable. But it is unclear whether the latter kind of education can occur in the classroom much at all! As our conservative brethren frequently and rightly argue, such education should occur in the home, on the playing field, at the meeting hall, at work. But once it ceases to occur effectively in these places--as it arguably has in many places--is there any way to resurrect it short of spending years in the wilderness?

Paul Herman

## Report on the Commonwealth Relations Trust Bursary

### The CRT Bursary

Every summer, one Canadian working in educational media is selected by the Association of Media and Technology in Education in Canada (AMTEC) to carry out a three-month study project of his/her own creation in the United Kingdom. I was the lucky 1990 recipient of the Commonwealth Relations Trust (CRT) Bursary. I lived in London from May through July, and travelled the length and breadth of England, Wales, Scotland and Northern Ireland in search of the perfect Media Centre.

The CRT is a private British foundation whose purpose is to promote professional contacts among Commonwealth countries. My fifteen colleagues were from India, Sri Lanka, Bangladesh, Malawi, Zimbabwe, Jamaica, New Zealand, Australia, and Canada. The other Canadians represented adult education, labour and the CBC. Most of the other bursars were broadcasters.

### Objectives

My broad objectives were to learn how the British do the things I do in production and resources management in the post-secondary

media field. My study took the form of on-site interviews and observations at television companies, colleges of higher education, polytechnics and universities, government agencies, and national media associations. As a CRT bursar I was given staff accreditation at the BBC, and with my security card I could largely come and go as I pleased on BBC premises.

### Getting Started

The first time all sixteen of us bursars met officially was on briefing day at the CRT headquarters, only a few blocks from Trafalgar Square. Of the many things we were told, three statements stuck with me. They were these: don't make too many appointments in one day, don't turn this into an academic research project, and don't forget to take the time to learn about our local culture. This advice was given to our group to help us establish a pace so we could satisfy our professional needs while at the same time learn about the British way of life, the latter being one of the main purposes of the trust.

The government, through the Central Office of Information (C.O.I.), took us on a one-week tour of key institutions in London. For our second week we were taken as an official Commonwealth delegation to Northern Ireland to get a first-hand look at some of the problems there. We expected a traditional partisan show and tell, and while there was naturally a considerable amount of this, I credit the C.O.I. with arranging some of our visits to organizations that are very critical of the government; for example, the Borough of Islington in London whose Council members are all from the Labour Party and Green Party (Karl Marx and George Orwell lived in Islington, the former always ahead of his creditors); the Friends of the Earth; and the (Catholic) Social Democratic Party headquarters in Belfast, Northern Ireland.

### Thatcher

As C.O.I. VIP's we were whisked past long queues of hot and impatient tourists waiting to get into Westminster Palace. From choice seats up in the press gallery, we gazed down upon the House of Commons. Members of Parliament sat upon their green leather seats on opposing sides of the chamber. The red stripe on either side of the green carpet marked the limit to which members could advance when addressing the house. The distance between the two stripes is reputed to be that of two drawn swords. Margaret Thatcher did not need a sword, for with the sharpness of her tongue Maggie exercised complete control of the house during question period. This was high drama at its best, though, alas, I am no more endeared of Ms. Thatcher now than before I saw her in the flesh. I was later told by the director of a media research group at Manchester University that one of the most popular television programs in America today is the British House of Commons. Hmmm. . . Can that be true?

### Independent Investigations

My independent investigations took me to numerous television sites, universities and

polytechnics. Here are a few excerpts from my copious notes:

The BBC Charter expires in 1996 and the government's preoccupation with privatization (a.k.a. Thatcherism) is expected to lead to an historic reversal for the Corporation. It is anticipated that television licensing fees will be dropped which will make the broadcasting industry a more competitive marketplace. The independent television companies are obviously not unhappy about this, but there is widespread concern throughout the industry that the commercialization of the BBC will create an irreversible trend toward the Americanization and, therefore, the degeneration of British television.

My search for the perfect instructional media centre was unsuccessful. Every centre I visited was different. (Nothing new here.) I learned that almost half of the country's post-secondary media centres have split production off as a separate operation--production usually meaning only video. In most cases where the split has been made, there remains little or no link between audio-visual services and TV production. The new units usually report to administrators in different departments.

There are examples of this trend in Canada and the USA, but it is not a popular one amongst educational media people here. Independent television production units have a tendency to take on a life of their own, often drawing attention and resources away from basic instructional media operations.

I was surprised to learn that few centres use computers for media applications such as computer graphics or resources management. While slide imaging or desktop publishing may not be found in many British media centres, these applications will likely be taking place in teaching departments for department use only. Cambridge University developed its own automated equipment loan and invoicing software after learning from a survey in 1988 that none of the other 54 universities in Britain was using a computer



for this purpose. In applications software, therefore, the UK is way behind us. Curious.

### **British Copyright Laws**

While Canadian educational media practitioners anxiously await the final wording of our new copyright laws relating to non-print media, our British colleagues have ended up with a rational, legal way of managing the problem of off-air taping. In 1988 the new copyright law was enacted by Parliament in Westminster. Educators can now legally tape television broadcasts at will. They need only pay an annual license fee to the Educational Recording Agency (ERA), the group representing broadcasters and other rights holders. Fees (of approximately one pound sterling per FTE student) and record-keeping are all that is required in exchange for the rights to use the tapes in the classroom. Separate arrangements must be made with the Open University and Open College. The majority of media managers I talked to were very happy with the new regime.

### **Against Revenue Centres**

When asked what the greatest threat to their operations was, my colleagues replied that it was pressure by their administrators to become revenue centres. Directives to generate income have become a mixed blessing for video production operations. Their services are saleable but decreasingly so within the institution because they are pricing themselves out of that market. More and more external work is taken on. The danger in all this is that service slowly drifts away from the intended receiver, and the viability of the department as a support service becomes eroded. Some centres have been shut down for this reason. They become caught in the paradox of charge-back systems and forced entrepreneurism.

### **Wales**

I visited the Polytechnic of Wales in the town of Pontypridd, Mid-Glamorgan, twenty minutes east of Cardiff by rail. This "Poly" would be about twice the size of Fraser Valley College, and like all British Polytechnics, it is a degree-granting institution. I thought I had finally come upon a media centre like our own: comprehensive in the services it provides and operating as a functional unit within the Learning Resources Centre. My visit left me with mixed emotions.

The LRC building was very new, and the Media Centre was amply endowed with space, equipment, and staff. Everything seemed to be in place--except a rationale for media utilization. I found the media centre staff to be technicians, but not educators. They did not demonstrate much awareness of the effective use of media by instructors. This caretaker attitude was disappointing and was symptomatic of the leadership problem I saw in many British educational media centres. Few of the managers are graduates of educational technology programs. They have come to the positions they hold by working their way up through the ranks. And there is considerable attrition in the ranks because the pay is so low.

Always on the lookout for new media centre ideas, I photographed some of the excellent signage at the Pontypridd campus: for example,

STIWIDIO FFOTOGRAFFIG --  
(PHOTOGRAPHY STUDIO)  
AWDIO -- (AUDIO)  
GWEITHDY'R MYFYRWYR --  
(STUDENT'S WORKROOM)  
GWEITHDY CYNNAL A CHADW --  
(MAINTENANCE WORKSHOP)

And I thought Canada was a bilingual country!

## Scotland

My five days in Scotland were most interesting. Moray House College in Edinburgh was a bright light, particularly for the innovative work being done there in interactive laser disc development. In Glasgow I spent a day and an evening with the outgoing head of Scottish Educational Television, an agency not unlike our own Provincial Educational Media Centre (now defunct). Political and bureaucratic meddling with the education system is not unique to B.C. Through lack of vision and because of leadership problems, both SCET and PEMC have been pared down to mere shadows of their former selves.

An unexpected cancellation at Stirling University provided me with the opportunity to do some research of a different kind. I went up into the highlands in search of the Karlsen tartan. Of course, there is no such thing, though my Scandinavian ancestors sowed some seeds when the Vikings pillaged and plundered their way through this area about 1500 years ago. We are much more civilized now—I bought a ticket for a tour of the Highlands with a dozen or more septuagenarians. We had a great time travelling from Inverness up to the coast off the Isle of Skye. My new found friends almost got me eating haggis.

## Northern Ireland

If a Canadian is asked what he knows about Northern Ireland, he would probably choose such words as "IRA," "violence between Catholics and Protestants," and so on. To be sure, all foreigners would have the same impression, hence our visit to this area. Our group had official meetings with Catholics and Protestants, with Loyalists and Unionists, and with the head of the Royal Ulster Constabulary (RUC) and several of his police officers. The British army is called the Ulster Defence Regiment (UDR). They were present everywhere, hardly more than teenagers it seemed. We stayed at the Europa Hotel in Belfast—reputed to be the

most bombed hotel in Europe. (I was happy we were told this *after* we'd left.)

Now my words have probably only served to reinforce the standard view of Northern Ireland that is held by those who never visit there. I would really like to leave the opposite impression. My experience of Northern Ireland was one of the richest in more than three months of travelling and meeting people in the British Isles. I had the good fortune of spending some time with the family of my neighbour and with my wife's relatives there. Joanne and I returned to the North and travelled through Eire as well. I can hardly wait to return. As for the violence, all I can say is that there are least three sides to the story: the Catholic, the Protestant, and the truth. Spending ten days with the Irish taught me that kind of logic.

The Irish also taught me that Guinness doesn't travel well, so I drank only lager and bitter in the English pubs. These were places which I had to frequent fairly often because an important part of my work included interviewing the common Englishman on his views about educational television. The soccer stadiums were still quite dangerous, so I sought him out in the pubs. I began to feel quite at home in these "community centres" as my last little tale will tell.

## Genealogy

My cultural investigations were as varied, as numerous and as rewarding as the more professional or work-oriented tasks I set for myself. Like every other visitor to the UK with a few British genes (my maternal grandmother was English), I felt compelled to run a check on my ancestors. Anyone who has attempted the ancestral search in England will know how painstaking this can be. My search began in London and ended in Cambridge.

I was rather excited when I finally unravelled the mystery of the Guildhall records. On July 17th my discovery led me to the street in the rather poor neighbourhood where my

grandmother's parents lived. I walked another two blocks to where their parents lived. A little further down the street I came right to the house where my grandmother was born 92 years ago.

Around the corner was the 300-year-old Geldart Pub which, I decided, was definitely the watering hole of my ancestors. I entered the pub in hopes of finding some old timers who might know of any surviving members of the family. They didn't, but they liked my story and we talked for some hours.

### Wrongway Karlsen

Now, to put the next episode into context, it is important to know that my great discovery occurred on the last day of my twenty-two-day Brit Rail Pass, and not once did I make a mistake travelling hither and yon for three weeks--a feat in itself even for a local. Some hours later, I left the Geldart, hot footing it to the station to catch my train back to

London. I'm afraid I ended up on the train heading north to Liverpool instead of south to Liverpool Street station in London. Was it the excitement of walking in the 300-year-old shadows of my ancestors--or was it the beer?

This report would be incomplete if I did not say a few words about some very special people--the other Bursars I came to know so well this summer: Wimalasena from Sri Lanka, Admire from Zimbabwe, Rouf from Bangladesh, Naazish from New Delhi, Fitz Roy from Jamaica, and all the rest of the "family." The bonding, the inter-dependencies, and the lasting worldwide friendships we established as we learned together in a foreign culture were an unexpected bonus of the CRT award.

Now, how do I get a grant to research educational television in, say, Jamaica?

Gary Karlsen

## Vancouver International Film Festival 1990

This year's festival was the usual exercise in frustration, with over 200 films available and time to see maybe one-tenth of those, if one was willing to give up marking, preparing, and sleeping for two weeks. Of those I saw, there were far more winners than losers (in striking contradistinction to what is available on our local commercial screens), and the Canadian film industry continues to reveal itself as this country's best-kept artistic secret. Herewith, some thumbnail sketches of a few of the films I saw:

The first was *Fools of Fortune*, the latest offering of Irish director Pat O'Connor, whose earlier *Cal* and *A Month in the Country* are among the best films to be seen in the last decade. The fools of fortune are the members of a rich Protestant family living on a huge estate on the outskirts of Belfast

during the War of Independence. The head of the family has the unfortunate characteristic, in this land of polarized and violent political sentiments, of being decent, fair-minded, and sympathetic to the plight of his Catholic employees. A servant, suspected of spying for the British, is executed on the premises by the IRA, the British retaliate by exterminating virtually the whole family, the sole survivor grows up to exact retribution against the chief perpetrator of the massacre...and so begins the long, tenuous, delicate matter of moving toward some possible mode of healing and reconciliation in the far distant future. There is nothing so sad as an honest, penetrating look into the almost hopeless quandary of Ireland (unless it be a look into the almost hopeless quandary of El Salvador, or Bangladesh, or South Africa...), and our only recourse, as we stumbled out



into the sunshine of a lovely day on Denman Street, was to stumble immediately back into the sanctuary of a nearby French restaurant and drown our sorrows in a round of Irish whiskies.

This taste of emotional self-flagellation led me onward to *Tumbledown*, British director Richard Eyre's excoriating study of the aftermath of the Falklands fiasco starring the amazing Colin Firth (*A Month in the Country, Apartment Zero*). Unlike the Tom Cruise character in *Born on the Fourth of July*, a working stiff who loses his life below the waist and comes to the triumphant conclusion that he has been had by the military-industrial complex, the officer played by Firth, despite a bullet to the brain, persists to the end in a sort of witty, cynical ambivalence about the horror-with-sex-appeal dimension of his role as a licensed killer. All in all, much more chilling, and much more honest about the actual prospects of ending war in our time.

And thus onward to *Interrogation*, a Polish film from 1982 about a woman who for no apparent reason gets thrown in prison and is subjected to a long, brutal, Kafkaesque interrogation. She refuses to let her tormentors break her spirit, and finally emerges into daylight haggard but unbowed, only to run into an extension of the prison's sexual/political oppression in the bureaucratic world outside. Krystyna Janda's performance had critics calling it "one of the greatest acting accomplishments in cinema history," but I thought both the acting and the story ultimately had little dimension to them apart from the phenomenon of a bendable but unbreakable object being pounded on for two hours, and then the pounding sort of stopped.

I don't think my coolness to this film has anything to do with the fact that anti-totalitarian parables from Eastern Europe have suddenly become historical curios (one doesn't need much foresight to realize that the next generation of political films will have Ronald McDonald, not V.I. Lenin, as the object of derision). But at any rate, I found myself squirming even more during the screening of the 1971 film *The Role of My Family in the World Revolution*, by Yugoslav director Bato Cengic. Mr. Cengic was in attendance. This was the first public showing ever, anywhere, of this long-banned and courageous film, and the atmosphere was electric. The theatre was full of expatriate Yugoslavs who howled with laughter while on-screen party-goers scooped dessert out of the cranium of a pastry bust of Josef Stalin. After that bit, though, the film returned to what for me was an extremely repetitive and sophomoric series of satirical sketches (sophomoric! the liberation of half a continent is at stake and I call it sophomoric!). I grew bored. I grew restless. This was my fourth film of the day. I had a long drive ahead of me. My legs were twitching. And I was sitting right in the middle of a packed row. I got up, took my bulky backpack, and tripped clumsily past the still-laughing people, a closet Stalinist unmasked at last. And on the way out, I walked right in front of Mr. Cengic, sitting self-effacingly near the door. This had been his finest hour after nineteen years, his day of vindication. I felt like a worm.

To be continued in the next issue . . .

Graham Dowden

## Profiles . . .

### It's Cold up Here

It's about 9:00 p.m. on Monday, November 12, and I am sitting in the Group Home of the Na-Cho Nyak Dun Band in Mayo, 400 km north of Whitehorse. As I write this, the temperature has just dropped to -60 C. When we woke up this morning the temperature was -56. Everyone agrees that it's a tad nippy for November. When I'm up here, usually travelling with the Band's lawyer, we drive around in his VW vanagon camper. At this temperature we just leave it running outside the office. I'm absolutely determined to buy a winter coat.

The Group Home is a log house of about 5500 sq. ft. It is home for Chief Robert Hager, his wife Christine, and 11 children ranging in age from 5 to 16. The children come from homes broken by alcohol and other social problems. The Group Home, run by Robert and Christine, is the Band's response to the need to save a generation scarred by the social pathology of the community. Too often we see images and hear descriptions of the social problems of Indian communities without hearing about the steps taken to deal with the problems. The Na-Cho Nyak Dun have a comprehensive program for working on social issues. The Group Home is part of that strategy. Land claim negotiations is another part.

In my last article, I mentioned that the negotiation of land claims is greatly affected by Supreme Court's decision in the case of the Crown vs Ron Sparrow. Ron Sparrow is a Musqueam Indian charged with fishing with an illegal net. His defence to the charge was that he was merely exercising his aboriginal right to fish as guaranteed by Section 35 of the Constitution Act.

The Supreme Court, while making no decision as to the appropriateness of the regulations under which Ron was charged, made a strong statement about the existence

of aboriginal rights in Canada and about the circumstances which must obtain before a law can be made limiting or regulating those rights. Essentially, government has a fundamental fiduciary (trust) relationship to Indian people and must not restrict aboriginal rights except where it can be demonstrated that the restriction or regulation is necessary for conservation or some other "valid" purpose, e.g., public safety. Regulating in the "public interest" is not sufficient reason since the Indian interest in certain resources is paramount. Indeed, government must not use the law to limit aboriginal rights, and they must consider and protect those rights when passing laws regarding renewable resources to which Indians have traditional rights.

The Supreme Court decision accomplishes a number of things. First and foremost, it establishes in the highest court in the land that the aboriginal rights mentioned in the Canadian constitution are dynamic and evolutionary and not simply the vestigial rights of a disappearing culture.

Second, the decision lays great responsibility on the federal government to fulfil its trust relationship to Indian people. In the case of land claim negotiations, the decision implies that government must engage in collaborative not adversarial negotiations.

Third, the decision begins to clarify the nature of aboriginal rights to the resources of the land and ocean. Indians are not simply a competing interest group for fish; they have a prior interest which must be satisfied before those of other groups.

The Sparrow decision was announced at the end of March 1990 and is having a dramatic impact on the Yukon negotiations. Those aspects of the agreement dealing with harvesting rights, or which flow from existing

aboriginal rights, are greatly strengthened. By the completion of the process, Yukon First Nations will have sole jurisdiction over settlement lands (about 2000 square miles for Na-Cho Nyak Dun) and shared jurisdiction over all other lands within their traditional territory.

The land-claims process absorbs great quantities of financial and human resources, yet it is only the beginning of a difficult job. The Na-Cho Nyak Dun are determined to reach a settlement which enables them to create a mixed economy--that is, an economy which combines aspects of industrial and aboriginal economic traditions. The people will not abandon the bush. Their seasonal round of activity--hunting, fishing, gathering--is the essence of their culture, informing custom, language, family life and their

artistic vision. Life on the land is a life of competence, in harmony with nature's forces.

Life on the industrial frontier is never so generous. Historically, frontier economic life pushes Indians to the periphery as low-skill and low-pay workers, last hired and first fired. The people have learned an important lesson. Industry that creates wealth without degradation of the environment is possible, but such initiatives are only acceptable when they do not threaten the bush economy.

The spare and difficult life of the Northern Tutchone has not yet been overtaken by the frontier. A land-claim settlement, properly implemented, with appropriate self-government measures will help to ensure the long-term survival of an independent people. Next month you'll finally hear about what I do besides shiver.

Kevin Busswood

## Dubanski on *Morningside*

Cruisin' down the highway, on your way to work, and tuning in to *Morningside* on CBC--what could be more Canadian, eh?

Ever had the experience? Then you know what I'm talking about, that a.m. radio thing. Peter Gzowski's engaging show, with friendly cross-country chats on everything from environmental collapse to family jam recipes, is the closest we Canucks come to a national forum, especially in these uncertain post-Meech days. Radio's not "cool", like TV. It's immediate, intimate, personal; you can almost smell the coffee in half a million kitchens across the country--from Truro to Tofino--and it makes you feel connected, consciously, confidently, caffeinatedly Canadian.

And if you're lucky (i.e., don't have to teach in a B block) you can even hear some radio drama while zooming through Surrey. Sure, some of it can be, well, a bit bathetic, at

times gosh-darn regional; but, now and then, something *real* does happen.

That's where I come in--at least, I hope so. Before joining the Communications Department at FVC, I got a commission to co-write a five-part drama for *Morningside*. I like to put theory into practice, and, as a writer, I've tried my hand at everything from ad copy to the shyly proud Canadian novel. Moonlighting for the CBC has proved an interesting professional development, kind of a mini-drama in itself--low on sex, maybe, but with plenty of violence, rage, greed, and raw ambition.

The violence part I should have expected; co-writing is truly an experience in violation, starting the moment your "partner" picks up your material, pen in hand, and laughs. And this was a *tragic* scene! Rage, of course, follows rather naturally. Greed is stimulated by the fact that you actually get paid for

drama scripts (a rare experience for the so-called "creative" writer--not a lot, but it's the thought that counts). Or, more accurately, it's the thought that your play, and your name, is going to be spoken by the Great Gzowski himself, that really matters: that is, your ambitions, such as they are, obviate any puny desire for a living wage.

Writing, of course, demands a pumped-up, Schwarzeneggerish ego, and with that comes its attendant dangers: sudden integrity tremors and even personality melt-down. The play is supposed to go into production next month with Don Kowalchuck in Vancouver, though it was taken on by CBC Toronto--and it's been ping-ponged back and forth, with no one at either end willing to say much, ever since day one.

When I beg pathetically for the latest reader's report, I'm told, ominously, that "it's in the mail." And when I call Kowalchuck about the time-line for final copy, he laughs cruelly: "Deadlines! Deadlines? Ryszard, this is Vancouver!"

Weeks, months pass. I mean, what's wrong with these people? After all, "*The Overlanders*" (how's that for a gripping title?) is a fascinating story, about a group of intrepid trekkers who, in 1862, travelled, mostly on weary foot, from Fort Garry in Manitoba to the Cariboo, spurred on in their historic undertaking by aspiring nationalism and good ol' fashioned gold fever. The story is complex, with plenty of characters and an epic scope. And it's all true, or most of it,

in so far as historical dramas ever can be. And it's 100% pure Canadian.

So why aren't they rushing to sit down and read the darn thing, those shadowy CBC spooks? Why haven't I received the dreaded/desired reader's report from Toronto, or a firm but kind call from my producer here?

I do have a theory, though I hesitate to share it. (People toss words like neurotic around so loosely these days.) Oh well, here goes: You may have noticed a linguistic *leit motif* running through this moving account. Gzowski, Kowalchuck, Dubanski--a certain Pan-Slavic *je ne sais quoi*, shall we say? Maybe that's what brought me in from the cold, that distinguishing "ski" at the end of my name. But the *Overlanders* script--though it rims over with McMickings, Rochettes, and even a Schubert or two--had, as I suddenly realised yesterday while re-perusing my masterpiece, no Slavic characters. None at all, let alone any Slavs in major or minor roles. And now I wonder . . .

Have I, through pedantic attention to historical fact, in effect cooked my own keilbasa? Will this script quietly disappear from the winter *Morningside* schedule, replaced by something more, ah, charmingly ethnic, penned by some cheap glory-hungry "Jerzy" or "Cazmir" no one's ever heard of?

Paranoia? Perhaps. But, please, stay tuned.

Richard Dubanski

## Congratulations . . .

Katherine Hagerman, E.S.L. Instructor, became the new Mrs. Lorne Perrault on November 10th. Best wishes to you both.

## Greetings From New Members . . .

### Jim Andersen . . .

English Instructor

Jim comes to FVC's English Department with 13 years of experience teaching English and ESL. Jim was born in Vancouver, receiving his B.A. from UBC in 1970 and his M.A. from University of Waterloo in 1974. He has a loving wife, 3 insolent children, a disrespectful hamster and an unbearable mortgage; he enjoys chess, curling and

cooking but is a hopeless failure at all three. He believes himself to be an expert on Shakespeare, Japan, World War II, teaching, baseball and the Mafia, yet his many enemies are reputed to deny the claim. He is currently in culture shock, having spent the last decade teaching respectful Asian students.

### Joyce Ashley (Palmer) . . .

Receptionist/Secretary, E.S.S.

I moved to the Lower Mainland in 1983 from the Queen Charlotte Islands where I had lived since 1970. I worked at Simon Fraser University in the Criminology Research Centre for 3½ years. I then worked with the Provincial Office of the Learning Disabilities Association, but my subsequent move to Mission necessitated a change in workplace. So that is how I came to be here at Fraser Valley College.

First impressions occurred prior to actually working here, as I appeared as part of the Country and Western dance team (The Wild

Donkey Dancers) during the Open House in April. We had a great time dancing for the visitors and staff alike. At that time, I had no idea that I would ever work here, but life throws some strange curves from time to time. I enjoy the small campus atmosphere and friendliness of everyone I've met since I started working here in July. I've been made to feel more than welcome, and I find it hard to believe that I've only been here such a short time. So, in conclusion, I guess this is probably the best time to let everyone know that I got married on October 6, and my name is now Joyce Ashley.

### Bob Bolton . . .

Instructor, Adult Special Education

I work in Adult Special Education on the Chilliwack campus. As part of the ASE Department, I am responsible for the development and delivery of the Vocational Training and Work Experience Program (VTWEP?). I have a B.Ed. from UBC with majors in Industrial Education and Special Education. I have worked with the mentally disabled in a variety of settings: sheltered workshop, special education substitutes, and Kwantlen College in the Vocational Skills

Training Program. I am married and we have two teenage children and live in Cloverdale. My first year here has been both challenging and enjoyable as Barb (Program Assistant) and I have worked very hard to develop and secure a network of work experience sites for our students. The support of a friendly and helpful staff together with a very supportive community for our program has helped make this a very successful year for both Barb and me and our students.



## More Greetings From New Members . . .

### Barbara Franck . . .

Coordinator, Co-operative Education

I was hired to implement co-op education programs, initially in C.I.S. and Business Administration and ultimately...the sky's the limit! I have five years of co-op experience--three at Douglas College and, most recently, two at Langara. Two months after I left Douglas, they had a strike; one month after I left V.C.C., they had a strike. I'm always one step ahead of a picket line!

Last year, I chaired the B.C. Chapter of the Canadian Association for Co-operative

Education. This year, I am on the national Board of Directors, and recently became CAFCE's newsletter editor--a bilingual publication. (Some day I'm going to learn to say "no"!)

I'm sure that I am one of the few B.C. born faculty members. But I was raised in Surrey, which seems to be worse than coming from Ontario or the prairies. Despite the endless Surrey jokes, I am enjoying the warmth and enthusiasm of my new colleagues.

### Madeleine Hardin . . .

Communications Instructor

I'm short, have dark hair, a ready smile and a dirty laugh. I'm a sucker for a good joke and I love to cook (and eat). I can be found lurking in the new media analysis lab next to IMS, or discussing feminist theory with my officemate Jean Ballard-Kent. I'm teaching university transfer courses in the communications diploma program that range from popular culture to mass media in Canada. As well, I teach communications courses and I man (woman) the lab.

I'm known as the department "techie" only because I love computers. In fact, all of my

home appliances flash a constant 12:00 as I have yet to learn how to program the time on my coffee pot and microwave. My children program the VCR.

Prior to coming to FVC, I worked at CBC TV as a news writer and researcher; was in charge of publicity for CBC television; worked as a freelance researcher and story editor for numerous films; and raised \$7 million for the Vancouver Aquarium. On top of it all, I obtained an M.A. in Communications at SFU and bore two sons who are now four and seven years old.

### Barbara Salingre . . .

A.S.E. Program Assistant, Chilliwack

I was born and raised--we won't start that far back. In 1986 I completed my studies in Accountancy at a university in West Germany that led to a degree in German Tax Law. During the years of my studies I also worked as a substitute teacher at the elementary level

and took courses in social skill development and special education. I found both areas to be very rewarding and challenging. At this point my life took a sudden change. I found myself married to a Canuck and living in the frigid Rocky Mountains of Canada, where I

taught special education and worked in the pre-employment program at the local high school. During that time, I undertook several courses in speech pathology and social skill development with the Prince George School District. After three years, and many frostbites, we finally landed in Abbotsford. Very soon I was interviewed and accepted for

my current position at FVC, and I am extremely happy to be able to work together with a great team of professionals. In short, I enjoy my work in the vocational training area very much, and I look forward to getting to know more of the College staff in the future.

## C-IEA Watch . . .

Last time (you *do* remember last time?), I talked about C-IEA's role in promoting collective bargaining. We now know that C-IEA provides a forum for negotiators and other interested types to get together, compare notes, and plan strategy for individual contract talks. Also, C-IEA has a strike fund, lawyers and staff members available to its locals. What's new to me this week is that C-IEA acts on two other levels: it lobbies the government on behalf of its locals, and provides highly individualised follow-ups to contract talks.

### Interviews with Ed and Tom

In a recent telephone interview, Ed Lavalle, who is in his second year as president of C-IEA, characterized the mandate of the Association as two-fold: effective bargaining and representation to the government. He provided two current examples of the latter. In October, C-IEA presented a brief to the Fraser Valley Consultation Committee. The brief heartily supported the transformation of FVC into a university-college and was apparently well received by the Committee. Later in November, C-IEA will present its "Profile for the Nineties" to the provincial Ministry for Advanced Education. The profile addresses every aspect of advanced education from contract law to the effect of restraint, to access and equality in the learning community.

According to Ed, C-IEA's main long-term goal is "to empower employees of colleges to influence the post-secondary system on behalf of all stakeholders in the system." The issue of governance is of great interest to the policy-makers of the Association—they would like faculty to have a greater say in the educational development of institutions and they envision the establishment of senate-like bodies in the colleges. Policy, by the way, is formulated, accepted or rejected at the Annual General Meeting of all the locals, so the policy-makers *c'est nous*.

Apparently, C-IEA would like to address the needs of support staff. Fraser Valley College is unique in that support staff and faculty belong to the same union; Ed is now working with the FSA's Richard Heyman to try to develop a conference for the various unions of support staff across the province.

C-IEA is a member of the Canadian Association of University Teachers (CAUT) and has a "good relationship" with the Confederation of University Faculty Associations of BC. Right now three locals are university-colleges; they continue to benefit from the coordination and other services provided by C-IEA.

Moving from the general concerns of C-IEA to those more particular to Fraser Valley College, I then spoke with Tom Beardsley, who is the staff representative assigned to us.

Among his functions are the following: keeping in regular contact with our executive, visiting outlying centres as well as the two main campuses, making people aware of the services that C-IEA provides, and providing many of those services himself. Tom publishes an economic bulletin which compares college salaries to a range of salaries in various sectors of the economy, broken down into geographical regions.

Tom sees, as most important, the need to educate ourselves as to what is in our own contract so that we understand our own rights and those of any subordinates. Many problems arise because people do not know what is in the contract or how it applies in specific situations. Tom's expertise before he

joined C-IEA was in job analysis—he sees the understanding of job descriptions as being essential to the smooth functioning of the organisation. To this end, he is available to give workshops on everything from job descriptions to contract bargaining to grievance procedures to pension matters. We have only to ask, and we shall receive.

I gather from a local source that a number of our people have been not only edified but even entertained at Tom's workshops in the past. We saw less of him last year because he was seriously ill, but he is all set to go again this year. Current plans include visits to executive meetings and workshops for our new band of shop stewards.

Susan Milner

## C-IEA Conference Report . . .

*Editor's Note: What follows is a summary draft report of a conference held by C-IEA at Kelowna on March 9 and 10, 1990.*

### ISSUES ARISING FROM IMPLEMENTATION OF DEGREE-GRANTING PROGRAMS

#### Objectives of the Conference

The purpose of the conference was to discuss issues which have arisen from the implementation of the degree-completion programs. The issues defined were adapted to three possible avenues for resolving problems, wherever possible:

- a) amendments to contract language and the collective agreements of Cariboo, Malaspina, and Okanagan Colleges;
- b) issues to be presented to the employers and the government for a change of legislation; and
- c) issues to be included in revised policies of Cariboo, Malaspina and Okanagan colleges.

#### Identified Issues and Recommendations

##### STANDARD WORKING PROVISIONS

##### Selection of Faculty

Workshops recommended a need for contract language to ensure faculty control of the selection process, with some recognition that such control must be represented at the department level. While the involvement of the universities in selection of faculty was found to vary across different universities, advantages of involving the universities in selection were acknowledged. There was agreement the university faculty have a role to play on selection committees of university courses at the colleges, that they serve a valuable advisory function, and that they lend

credibility to the committee's recommendation and subsequent university veto. University involvement, however, was to be outlined contractually in such a way as to promote college faculty control in selection of college faculty. Okanagan's Letter of Agreement outlined a procedure which serves as an acceptable basis for contractual language.

It was suggested that the partnership agreements between the universities and the colleges be reviewed. These documents potentially steer the negotiated involvement of the universities: if found to be inconsistent with the above recommendations the faculty should lobby for changes.

### Appointment Status

Workshops identified a number of reasons for changing the designation "Instructor" in the collective agreements (eligibility in grant applications, credibility in student letters of reference, faculty status, attraction of university faculty to college positions). There was agreement to recommend a new category designation of "Professor" or "College Professor" (the universities were anticipated to have reaction to the Professor title).

Multiple ranks within this new designation/title was not accepted by all the workshops. A single category was preferred by most. If negotiations did result in ranking, however, it was agreed that such "sub-categories" should *not* be linked to differential salary and benefits.

### Seniority

The policy of "last hired, first fired" was restated in the plenary summary. Okanagan's allowance for "sub-discipline" recognition (an allowance of "ties in seniority") within departments was seen as a potential way to deal with increasing specialization of faculty and a just termination procedure.

It was recognized that such a policy on seniority, while desirable, left third- and

fourth-year courses vulnerable (these are the "last hired" faculty, in general). The workshops suggested that C-IEA explore new policy to promote survival of degree-granting programs while supporting its seniority policy.

### Salaries and Benefits

These were low issues on any list of priorities. While it was recognized that salaries need to be raised to attract and retain faculty, this was taken as a general problem of college salaries and to be addressed for all faculty, not just degree-completion faculty. A goal of attaining wage parity with the universities was agreed to.

Workshops examined the possibility of negotiating additional steps on salary scales as a means of raising salaries; the possibility of this leading to multiple ranks of appointment (differential access based on appointment category) was foreseen. It was suggested that C-IEA assess the potential to expand salary scales and review the concept of merit increases.

Workshops noted that funding must be made available for scholarly activity.

## NEW ISSUES OF WORK IN DEGREE-COMPLETION

### Probation and Tenure

Workshops agreed that there was no need to change current contractual provisions for probation periods. There were no strong reasons for a lengthy probation period of five years, for example. However, the additional workload component of scholarly activity was seen to put new degree-completion faculty at some increased risk during the probation period (a type of "double jeopardy" in evaluation when compared to diploma-program faculty). Some ways to address this concern should be explored.

"Tenure" was equated with "continuous appointment" designations at the colleges, although it was recognized that tenure status at universities involved more academic and employment security. A need to negotiate academic freedom clauses in the agreements was identified and related to questions of tenure (and probation).

Issues of probation and tenure were understood as college faculty concerns and, as such, were to be resistant to dictatorial behaviours of the universities.

### **Scholarly Work**

Scholarly activity was identified as a negotiable component of collective agreement workload provisions. There must be some contractual allowance in workload for scholarly activity.

Scholarly work is clearly required by the universities for those faculty in degree-completion programs, but it was suggested that access to scholarly work *not* be restricted to faculty teaching third- and fourth-year courses. Scholarly activity should be accessible to all members, with adequate funds provided to ensure support for those required to adopt this workload component and to afford increased opportunities for those faculty who wish to pursue such work.

Provisions for evaluation of scholarly work needs to be negotiated into collective agreements and thus open to appeal procedures and the grievance process. Peer evaluation was believed to be a necessary component of the evaluation procedure. A concise definition of "scholarly activity" is essential to any evaluation procedure, and the definition produced by Okanagan, Cariboo and the universities was seen as an adequate model from which to base such a contractual definition.

A distinction between "scholarly activity" and "professional development" should be provided in the collective agreements. Such a distinction should take into account separate

(and potentially different) sources of funding. C-IEA should explore options for external grants in support of scholarly activity of faculty members. It was emphasized that adequate support is necessary.

Laurentian University was seen to provide contract language that could prove useful when reviewing the issues of scholarly work.

### **Degree-Completion Workload**

As noted above, it was stressed that there be a contractual workload "allowance" for scholarly activity negotiated into the collective agreements. The teaching component of workload should be reduced for those involved in scholarly work—at least a twenty-five percent reduction of teaching to ensure access to necessary time for scholarly work. Options for all faculty members to access this different "adjusted workload" was seen as desirable.

It was noted that C-IEA should further explore the relationship between research and teaching to facilitate further policy on this issue. Workshops agreed, however, that scholarly activity be distinguished from "course preparation" in the breakdown of total workloads.

College departments were accepted as the desired authority for determination and allocation of workload assignments to faculty. A comparison to university workloads and methods of assignment was seen as useful, with particular attention given to different workload component weightings.

### **Academic Freedom and Copyright**

It was advocated by all that the collective agreements should contain language on academic freedom. CAUT'S handbook provides examples of a useful model clause, modified slightly in Okanagan's Faculty Handbook. As noted above, academic freedom is viewed as a necessary component of tenure (and tenure a necessary component of academic freedom).



Copyright also requires protective Collective Agreement language. Authorship must equal ownership, and there must be recognition of software rights of faculty who create such works. The relationship between copyright and patent was found to need further clarification, and it was suggested that C-IEA pursue this task.

It was emphasized that contractual language must represent non-instructional as well as instructional faculty. Brock University's contract was recommended as a useful source when reviewing such language.

## NEW ISSUES OF DEGREE-COMPLETION MANDATES

### Administration Organization

Department chairs must be in the bargaining units and afforded adequate and meaningful release time (or workload credit) to perform departmental duties. These duties were understood to increase because of the inclusion of third- and fourth-year courses in affiliation with the universities. In addition, it was recommended that contract language for department chairs be written so as to grant more authority to such faculty positions.

In determining proper time release/credit for chairs, the number of faculty and the number of courses within the department were both seen as necessary considerations.

Dean positions were seen as best filled through election by faculty or through a faculty-dominated selection procedure: appointments to Dean positions should be term appointments. Enhancement of collegial relations with this level of administration was regarded as desirable; yet it was suggested that administrative positions be held more accountable to faculty.

All workshops agree that no new levels of management should be introduced at the colleges. There was agreement that such

events as selection and evaluation of faculty should rest with departmental authority more so than at the level of Dean or other levels of management.

### Governance

College Boards were identified in need of faculty and student-elected representatives as members. There was a perceived need to consider changes in the *College and Institutes Act* regarding the make-up and authority of College Boards. Boards should preserve the regional responsiveness of the college and should comprehensively represent interested parties.

A senate-like body or Academic Council was suggested as a means of increasing faculty authority and responsibility in the academic matters of the institutions. Workshops recommended that this senate-like body be established through the collective agreements as a right to "share in management decisions" and promote curriculum and control by faculty. It was also suggested that C-IEA should consider concurrently lobbying the Ministry for appropriate legislative changes.

As an interim measure to advance this goal, it was proposed that the university senates might be approached to provide advice and/or a university forum for such a college body.

### Support Infrastructures

Research facilities were identified as immediate needs. Adequate funding and meaningful and useful space for research were emphasized as necessary developments. Until such resources are available at the colleges, funding for travel to university laboratories was seen as an interim alternative that could be developed. It was advocated that C-IEA seek the support of the universities to strengthen the claim of faculty to these research facilities and resources. (A suggestion was made to explore college faculty as co-supervisors of university graduate students.) The development of College Research Institutes and Ethics

Committees need to be actively considered. Library resources need dramatic increase—increases in terms of physical size, collections, staffing and electronic transfer of material. (This need is apparent at all levels of instruction, not just the third- and fourth-year course level.)

General working environment concerns were addressed by the workshops. Provision of adequate office space, personal computers or mainframe access in offices, increased technical and secretarial support were highlighted here; general concerns about classrooms, instructional supplies and adequate counselling and advising services were also identified.



### Don't Bogart That Joint, My Friend

Are workplace drug tests really used to control drug abuse? Or are they, as suggested by the March 1990 issue of *Scientific American*, also a way to prove "drug use had negligible or even beneficial effects?"

The National Institute on Drug Abuse uses a study of the Utah Power and Light Company and the Georgia Power Company to justify the totalitarian tests. The study claims that drug users are more likely to cause accidents, miss work and use health benefits.

But according to a report published by the institute, last year Utah Power and Light spent \$215 per employee less

on the drug abusers in health insurance benefits than on non-users.

Even more incredible, the Georgia Power workers who tested positive for marijuana "exhibited absenteeism some 30 percent LOWER than average."

Astonishing evidence published last year in the *Journal of General Internal Medicine* shows that in a study of 180 hospital workers, 22 had tested positive for drugs. After examining supervisor evaluations and other indexes, researchers found "no difference between drug-positive and drug-negative employees."

In fact, at the end of one year, 11 of the negatives had been fired but none of the positives.

There's no doubt about it, the world is going crazy. If employers could prove that drug addiction improved performance, it would not be long before a positive test would be good news, particularly at hospitals owned by pharmaceutical manufacturers.

## SUMMARY LIST OF PRIORITIES

- Designation of instructor title substitute.
- Faculty empowerment, and development of some "academic council" authority for faculty.
- Clear identification and support of research funds; lobbying for more resources for scholarly activity and research.
- Appropriate collective agreement provisions for degree-completion workload and enhanced function of department chairs.
- Academic freedom language in collective agreement.
- Copyright protection in collective agreement.
- Lobbying for adequate academic resources in general to meet substantial growth and new functions brought about by degree-completion programs.

## Don't Forget . . .

The FVC Employee Christmas  
DINNER & DANCE

Friday, December 7, 1990  
7:00 p.m.  
King's Crossing

Tickets available at switchboards  
and faculty receptionists.

**The Vancouver Sun, 24 October, 1990****Letters to the Editor . . .**

Once again, our faithful Socreds have pulled out that old restraint card.

I spent last year teaching in Ottawa on an exchange program. I taught fewer than half the students I am responsible for in BC and found that, although Ottawa teachers are among the lowest-paid teachers in Ontario, they earn close to \$10,000 a year more than I do here.

For the privilege of teaching 210 students in Surrey, in a school with 19 portables, at a salary 20 percent less than what my Ottawa colleagues earn, I apparently must now adjust to restraint.

The adjustment should be easy: restraint never ended.

Peter Otten  
6563 Sunshine Drive  
Delta

**You Can't Vote Unless You Are Registered!**

Anyone who has not received a voter identification card, or has moved in the past year, should act now to get on the voters' list.

**HOW TO REGISTER . . .**

1. If you don't have a card, look under **E** in the Government of B.C. listing in the blue pages of your phone book for **Elections**.
2. Call the Registrar of Voters and ask for a registration application form.
3. When you receive the application in the mail, fill it out and send it back in the post-paid envelope provided.
4. Wait for your Voter Identification Card to be sent to you.
5. Make sure your entire family is registered. (Everyone 19 years and over is entitled to vote and should be registered.)

<b>Registrar of Voters:</b>	Abbotsford	534-6668
	Chilliwack	795-8415

## Classified . . .

### Employment Opportunities

TV journalist. Preferably one who has not been recently reviled by Bill Vander Zalm. Needed to ghostwrite my autobiography. Contact Mr. Reid. No one from BCTV need apply.

FVC Rinkrats need a hockey coach. Must have Junior A experience or equivalent. If you're dynamic, a Tom Selleck look-alike, and know how to strip while disputing a referee's call, we want you. Dance lessons will be provided. Forget it, Ken Hitchcock.

Tutor. Needs some body to help edict my papers. Pays good. May go as high as minimum wage for the write person. Leave name and fone # with FSA office receptionist.

Speech writer. Previous experience in gag writing for Arsenio Hall, David Letterman or Ronald Reagan a definite asset. Must know nothing about taxation or Canada. Contact the PM's Office, Ottawa, Canada. Ask for Brian.

### Employment Wanted

Realtor looking for the right Fraser Valley real estate company. Must be willing to employ out-of-work realtor with Pacific Rim connections. Can make your fantasy come true. Contact Ms Leung. No solicitors, please.

### Business Opportunities

Wanted: Recent winner of Lotto 649. We should talk. Investment opportunity of a lifetime. Contact the editor.

Wanted: Investors. Don't miss this opportunity! Be your own boss. **Vulture Towing** has the franchise for you. Studies show great potential in this burgeoning college market. If you can not raise me on my CB (handle: Silverfox) during business hours, please call FVC, local 4530.

### Personals

BA: At the sight of your students, do you rant and foam at the mouth like Don Cherry when he's asked to comment on the Russians playing in the NHL? Do you have the overwhelming urge to kill when you hear or see someone using the Scantron 888 P? Do you revert to childish behaviour (sticking out your tongue, for example) when your officemate is not looking? Do your kids ask you what you've been smoking when you can speak nothing but gibberish after five hours of marking? Do you have to drink half a bottle of scotch before you can go to sleep at night and the second half when you wake up first thing in the morning? Would you rather be on a beach in Hawaii than at FVC in November? If you answer yes to any of these questions, you need to join Burnouts Anonymous. Your local chapter meets every Friday afternoon at Finnegan's. Your stump awaits you.

Jane Doe: Sugar Daddy is in town.

**"The battle for the mind of Ronald Reagan was like the trench warfare of World War I. Never have so many fought so hard for such barren terrain."**

Peggy Noonan  
former Reagan Speechwriter



## FSA Executive 1990/91

President .....	Bob Smith	2421/4530
First Faculty Vice-President .....	Susan Milner	4321
Second Faculty Vice-President ....	Tom Davis	4289
First Staff Vice-President .....	Richard Heyman	4333
Second Staff Vice-President .....	Julie Williams	2444
Treasurer .....	Kathy Gowdridge	4358
Recording Secretary .....	Cheryl Dahl	4296
Grievance Chair (Faculty).....	Perla Werk	4363
Grievance Chair (Staff).....	Bev Brown	4243
Communications Chair .....	Allan McNeill	4321
Job Classification Audit Chair ....	Dorine Garibay	4238
Professional Development Chair ..	Virginia Cooke	4293
Contract Chair .....	Ian McAskill	4299
Agreements Chair .....	Betty Harris	4510
Occupational Health & Safety .....	Leslie Wood	4223

### Executive Meeting Schedule

Abbotsford, Room A306, 1:00 p.m. (Week 4)

December	5
January	23
February	20
March	20
April	17
May	20
June	12